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ABSTRACT

Twenty cross-cultural learning tasks focus on concepts developed through units on food, clothing, shelter, and natural resources. The tasks progress from simple to complex. They focus on concepts and vocabulary on culture, beginning with a discussion of housing and clothing and concluding with discussions on slavery and the Bill of Rights. Each task is divided into four parts: (1) motivation, which involves a judgment about an illustration or article; (2) activity, which requires the construction of a project relative to the concept dealt with; (3) questions intended to provoke thinking; and (4) map skills. Materials required for activities include clay, paint, balloons, drawing paper, rings, buttons, and scissors. The tasks may be used to supplement ethnic studies units. (KC)

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CROSS-CULTURAL TASK CARDS:

SOCIAL STUDIES

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by

Jeanette Quinn, Elaine Carty

Philadelphia, Pennsylvania

1977

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TASK CARDS

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RATIONALE

This box of Task Cards is basically independent in nature. However, there may be times when the teacher may insinuate herself/himself in the selection of Task Cards, parparation of materials, or in the supervision of attaining the end product of the Task Cards.

The Task Cards encompassed in this box have also been developed based on prior skills taught. Because these skills have already been taught, the children should display a high degree of independence. Their utilization into classroom practice is to offer a means of skill development required for critical thinking and decision making.

The first eight Task Cards, 1 to 8, may be used as a single ethnological unit of study focusing on the American Indian, the African to the Black American, and the European.

The concepts expressed in these cross-cultural Task Cards were developed through units on food, clothing, shelter, and natural resources. They also carry in the pocket short units of map skills.

SOCIAL STUDIES

via TASK CARDS

Materials Used

Doll pattern	Sequins
Remnants of material	Rings (plastic)
Sewing needles	Oblong noodles
Thread	Toothpicks
Snaps	India ink
Buttons	Pen points with holders
Scissors	Spray paint
Pipe cleaners	String
Aluminum foil	Water color
Clay	Cameras
Paint	Film
Paint brushes	Finger paint
Styrofoam eggs	Finger paint paper
Oatmeal boxes	Pastel chalk
Balloons	12" x 18" oak tag
Paper maché	8" x 10" oak tag
Paste	Writing paper
Magazines for hair styles	Construction paper (colored)
Charcoal	Drawing paper
Paper mosaic	Newspaper
Colored wire	

Jask Cary
1

CULTURE

CULTURE IS THE WAY YOU ARE BROUGHT UP,
IT IS WHAT YOU WEAR,
WHAT YOU EAT,
WHAT YOU DO,
WHAT YOU THINK,
AND WHAT YOU BELIEVE IN.

MOTIVATION

WHICH DO YOU LIKE BEST?

Take your ditto sheet from the "Who Are you Culturally" pocket in the room. Find the number of this task card on the sheet next to that number. Check the picture you like best--1, 2, or 3. Place your sheet back into the pocket.

1



2

3

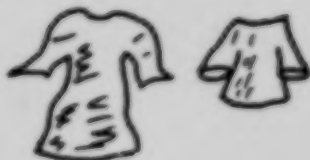


ACTIVITY

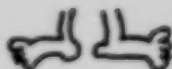
Get a doll pattern. Trace it on 12" x 18" oak tag. Cut it out. Make clothes for your doll and dress it.

QUESTIONS

1. How do you feel wearing a long loose dress or shirt?



2. Where could you wear short shorts and no shoes?



3. Can you wear a bathing suit all year round? Why?



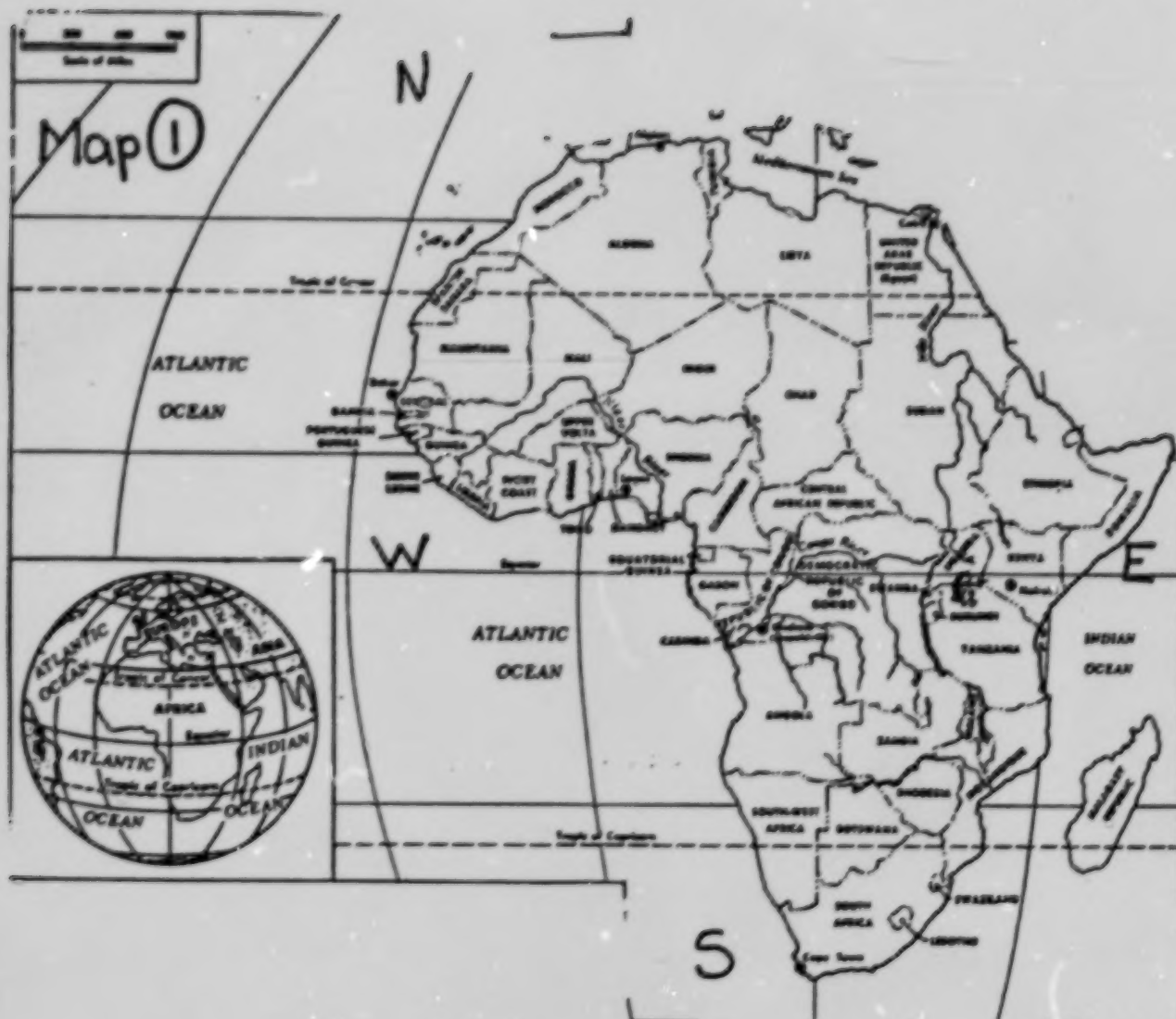
4. A fur coat  in the sun  would really be _____.

5. How would you dress if the temperature were 19°?

"POCKET" EXERCISES

Map skills for Map 1, Map 2, and Map 3.

2



Map Skills

115. What is the equator?
116. As you look at the globe, you see nearly half of the earth at a time. What is a hemisphere?
117. Do you live in the northern or southern hemisphere?



Map Skills

118. Which has more land--the northern or southern hemisphere?
119. Which has more water--the northern or southern hemisphere?



Map Skills

113. The point farthest south on the earth is called the South Pole. Find the point on the globe that shows where the South Pole is. Is the South Pole on land or water?
114. What is the climate like at the South Pole?

Jask Cary
2

CULTURE

CULTURE IS THE WAY YOU ARE BROUGHT UP.

IT IS WHAT YOU WEAR,

WHAT YOU EAT,

WHAT YOU DO,

WHAT YOU THINK,

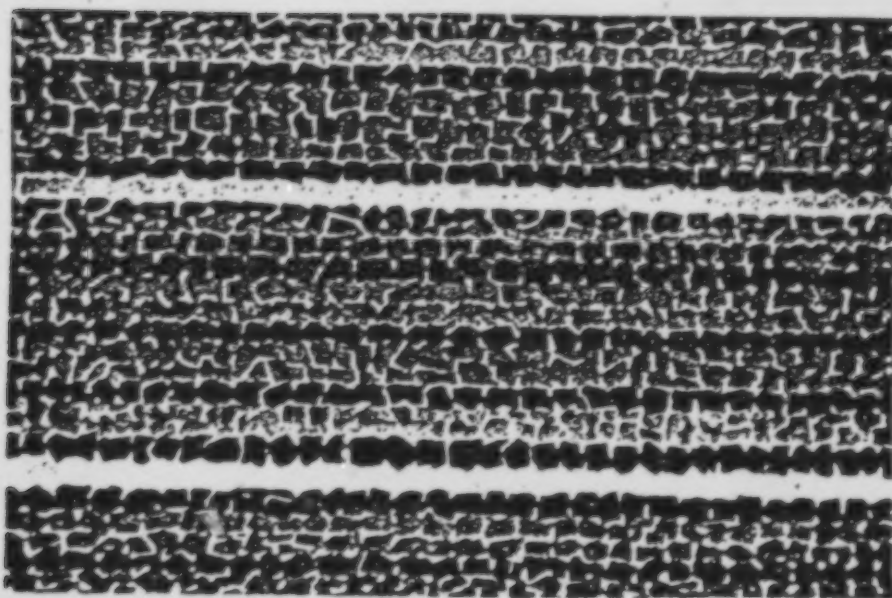
AND WHAT YOU BELIEVE IN.

MOTIVATION

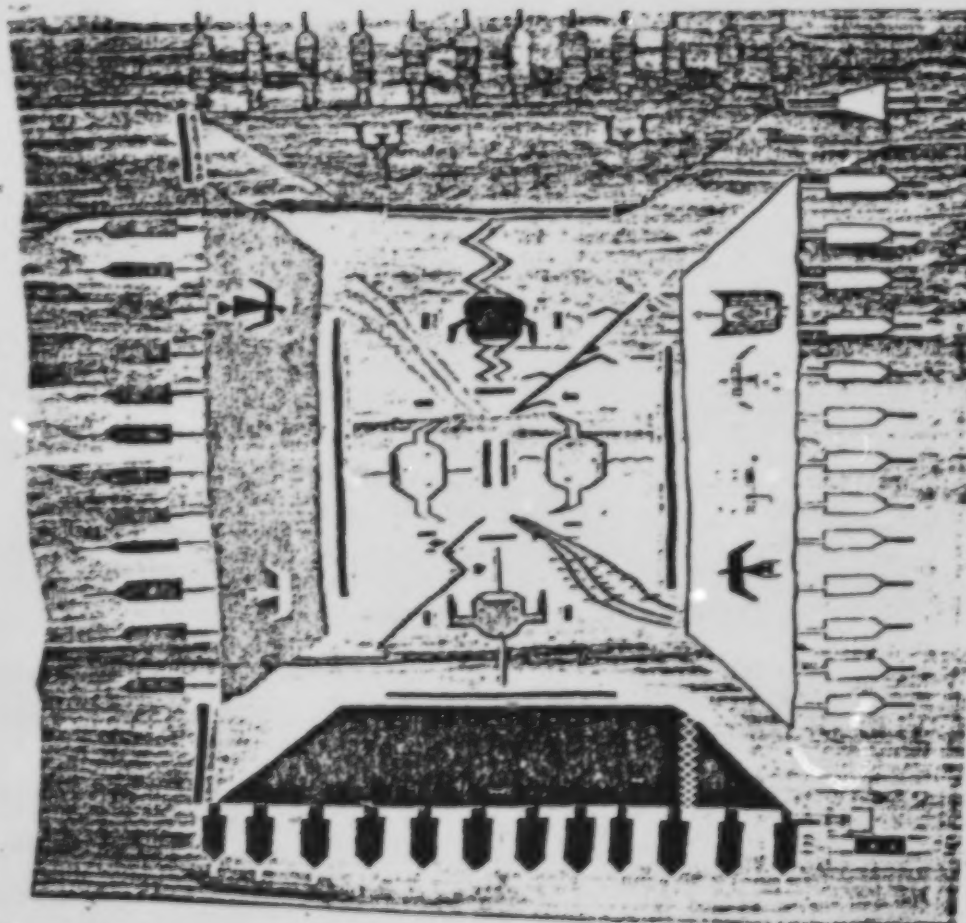
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1



2



3

ACTIVITY

Using pipe cleaners, aluminum foil, clay, and paint, create your own art sculpture. Use the clay for the stand (base). Wrap the aluminum foil around your pipe cleaners, twist the figure in any position, stick it into the clay base, then paint your clay base.

QUESTIONS

Art

1. What is primitive?
2. Is the art piece you chose primitive?
3. Name 3 basic shapes (for example:     ) in your chosen art piece.

4. Afro-American Art

In Colonial America slaves made furniture, textiles, and pottery which still decorate the mansions in the South.



The skills which these slaves showed in wood carving, weaving, and carpentry are skills which for years (centuries) have been seen among certain tribes in West Africa.

1. How was Negro art first seen in America?
2. What is a handicraft? (han'd i kraft)
Name 2 handicrafts from the story.

3. Could we say that some Negroes in America come from West Africa? (explain)
4. What is an artisan? (ār'ti zan)
5. How can you find out where people come from? List these ways.

"POCKET" EXERCISES

Map skills for Map 1, Map 2, and Map 3.



Map Skills

101. A narrow strip of land surrounded on two sides by water and connecting two large bodies of land is called an isthmus. What is the name of a very famous isthmus that connects North America with South America?
102. A strait is a narrow body of water that connects two larger bodies of water. What is the name of the strait that connects the Arctic Ocean and the Bering Sea?



Map Skills

10. Nations may not build fences around their edges, but a nation must know its borders. Borders are the homes and other property that may touch your home. The boundaries are the exact property lines of the lot on which your house is built.
Locate Canada on a map. What country borders Canada?
11. What are the borders of your home state?
12. The first letter of which land and water areas that border the U. S. spell "MAP"?

Task Card
3

CULTURE

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WHAT YOU DO,
WHAT YOU THINK,
AND WHAT YOU BELIEVE IN.

MOTIVATION**WHICH DO YOU LIKE BEST?**

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1



2



3



ACTIVITY

Using styrofoam eggs and the material in the scrap bags, make the head piece you liked best.

QUESTIONS

1. Why would you wear a hat on a hot, sunny day? _____, _____, and _____.



2. What does a hair band  do for your hair? Write and show.

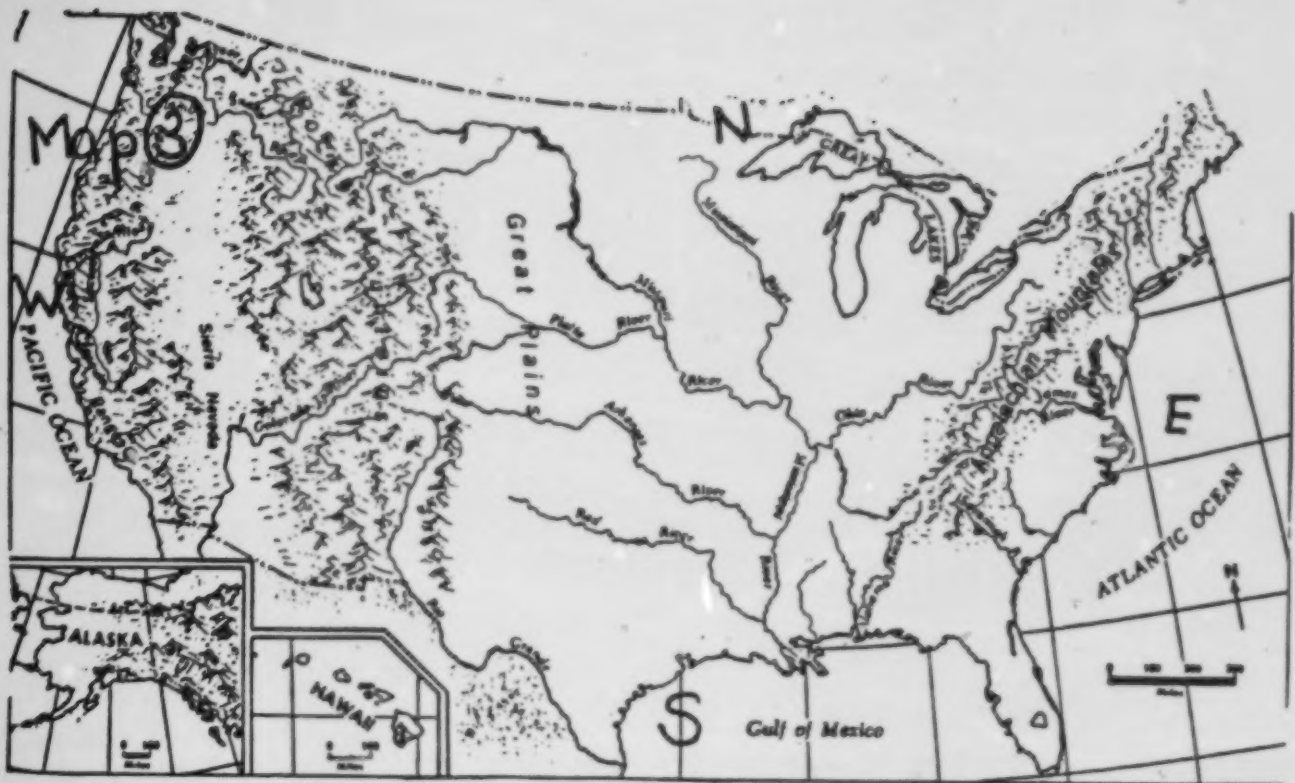
3. Where did the head wrap (scarves) begin?



4. Who wears a head piece?
5. Draw your favorite head piece.
6. Why do athletes wear head pieces?
7. When would you wear a head piece?

"POCKET" EXERCISES

Map skills for Map 1 and Map 3.



Map Skills

18. For what purpose can a map be used?
19. What is a globe?
20. How is a globe different from a map?
21. What is the shape of the earth?

Jask Cary
4

CULTURE

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MOTIVATION

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1



2



3



ACTIVITY

Using available materials, make the drum you liked best from the picture you chose.

QUESTIONSMusic

1. How has the drum been used in history? Name 3 ways.
2. The xylophone, drum, and flute come from Africa. What do you think of that? Tell or write about what you think.
3. What kind of a person enjoys music? Pick 3:

- a.  _____
- b.  _____
- c.  _____
- d.  _____

4. Find a real drum. What kind of skin is pulled over the top?
5. What is inside a rattle?

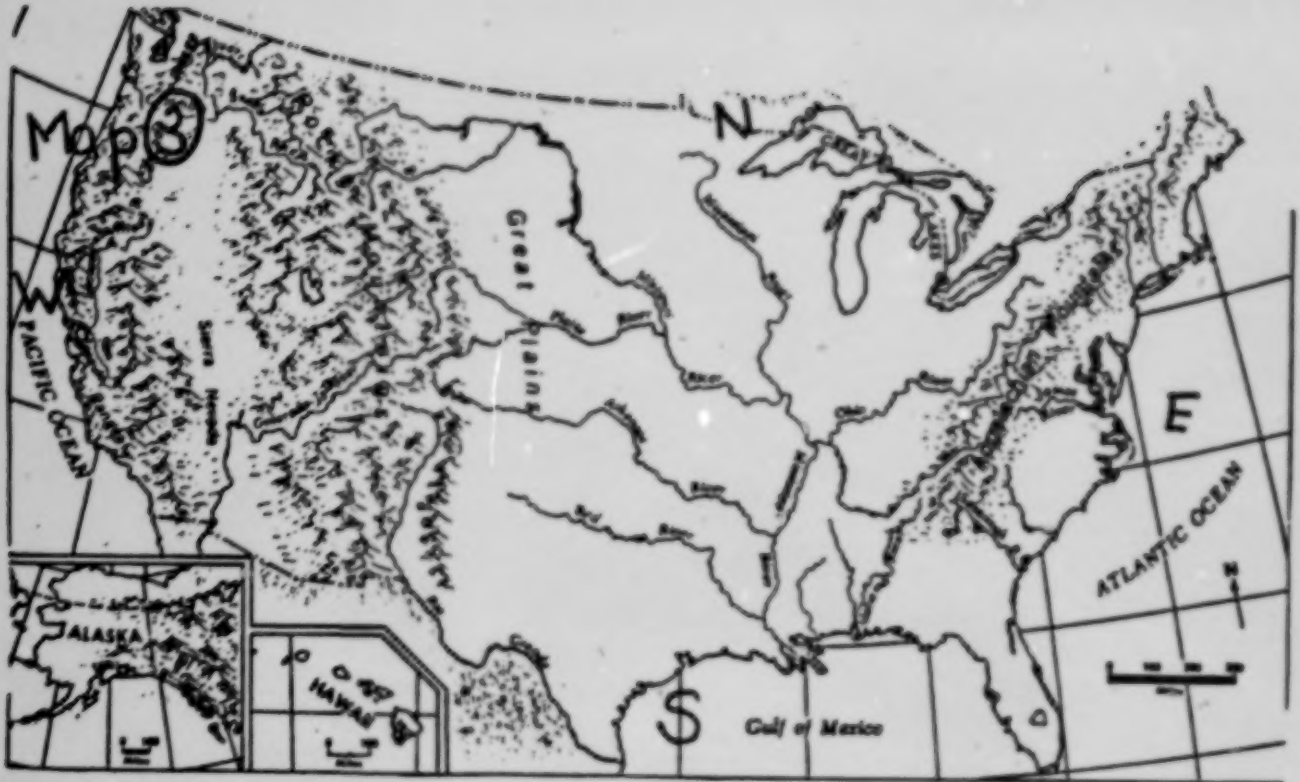
"POCKET" EXERCISES

Map skills for Map 1, Map 2, and Map 3.



Map Skills

107. In which direction does the earth rotate?
108. Why is rotation important? What happens because of the rotation of the earth?
109. What is a globe?



Map Skills

90. Which of the fifty states of the United States extends the farthest west?
91. Which nations border Paraguay in South America?
92. Which nation in South America has the largest number of nations bordering it?

Jask Cary
5

CULTURE

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MOTIVATION

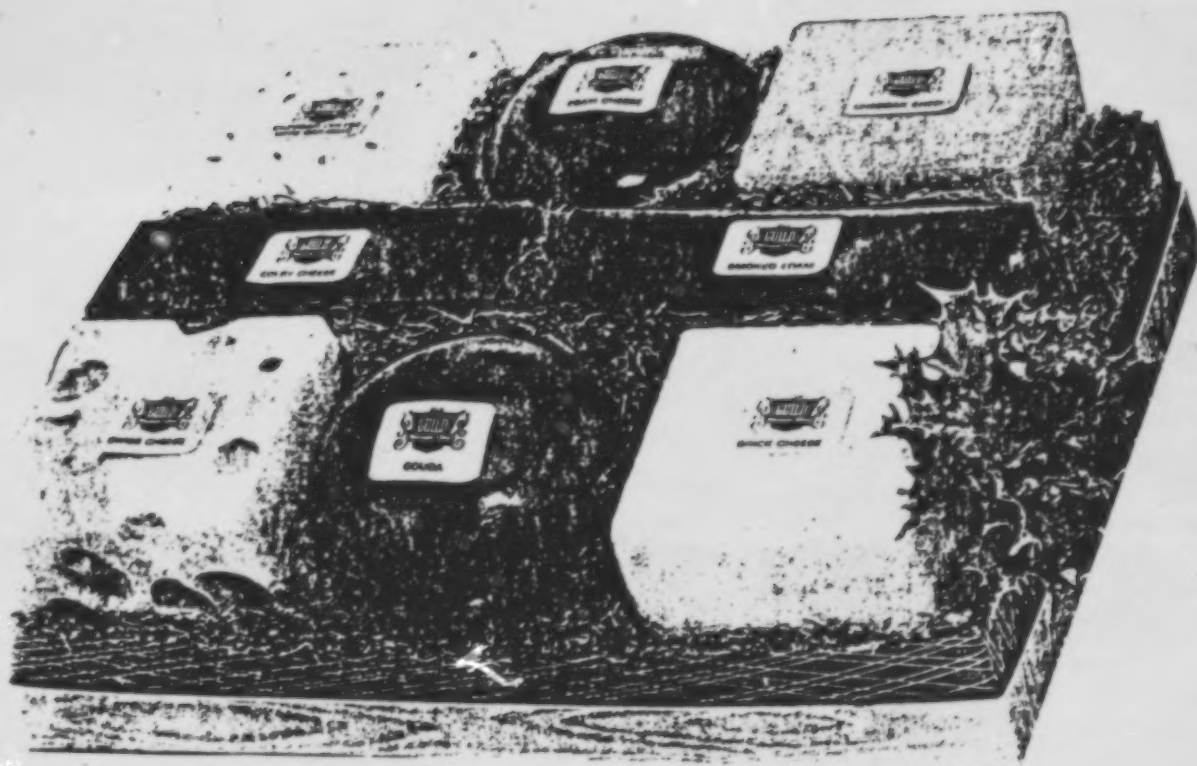
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1



2



3



ACTIVITY

Using balloons and paper mache, make a food that you liked best from the picture you chose.

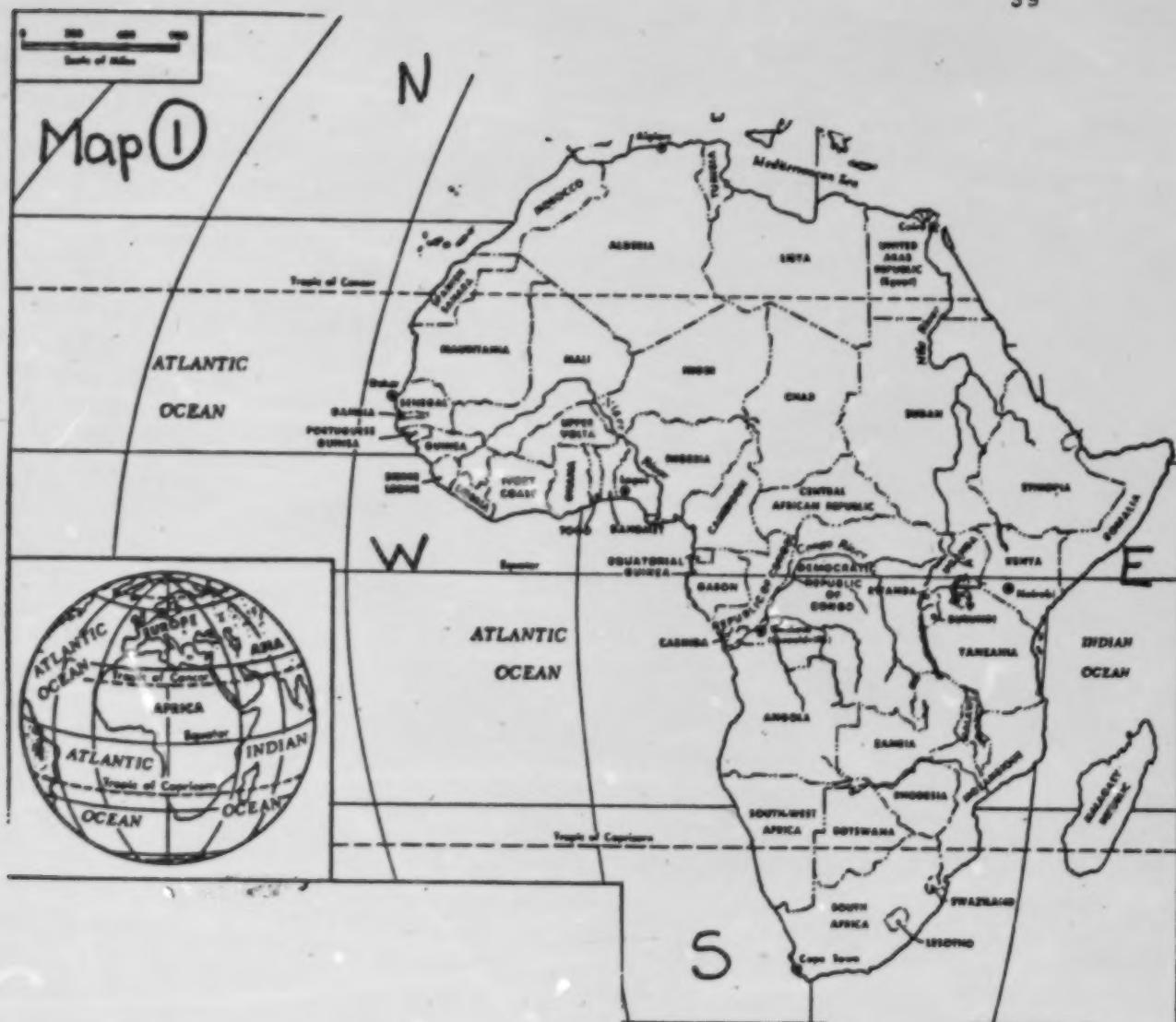
QUESTIONS

Food

1. What kind of land and weather do you need to grow melons, bananas, or pineapples?
2. What does sun have to do with vegetables and meat that we use as food?
3. What is cheese made of? How is it made?
4. What would living on an island with palm trees be like?
5. Which is healthier: fruit each day or cheese and crackers?
6. Name four foods you like.
7. How is farming important to people?

"POCKET" EXERCISES

Map skills for Map 1, Map 2, and Map 3.



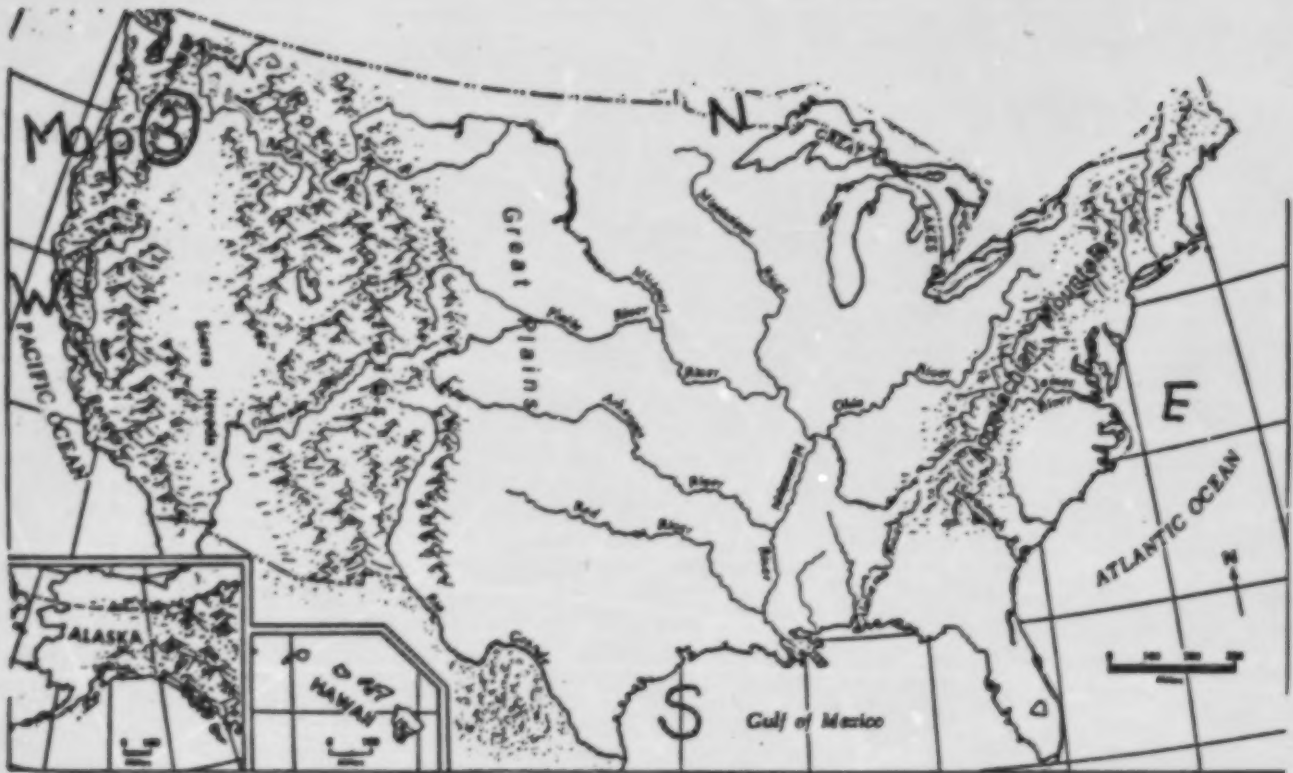
Map Skills

78. Which two continents make up Eurasia?
79. Which continents are touched by the Indian Ocean?
80. What is the name of the ocean to the north of North America?



Map Skills

105. Deserts are regions where there is little rainfall. Few plants grow in a desert. This is another place where it is hard for man to live. Deserts are shown on maps by many fine dots, sometimes red and sometimes black. One of the largest deserts in the world is found in Africa. What is its name?
106. What type of climate would you expect to find in western Australia?



Map Skills

81. What ocean is located west of Australia?
82. What continent is the nearest western neighbor of southern Africa?
83. Which is farther from Africa--Australia or South Africa.

Jask Card
6

CULTURE

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MOTIVATION

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1



2



3



ACTIVITY

Find pictures of different kinds of hairdo's and paste them all on paper to make a design (coliage).

QUESTIONS**Hairstyles**

1. Does "kinky" and "curly" mean the same thing? Explain.
2. How does "bushy" hair protect you in the heat?
3. When would you like to wear "straight" hair?
4. What does your type hair do for you?
5. Can you braid hair? Try it. There is yarn in the back pocket. Braid it and show it to the teacher.
6. Math can be taught using hair styles. Look at these hair styles. Then make up your own hair style with a math lesson.



4 Rows of 4

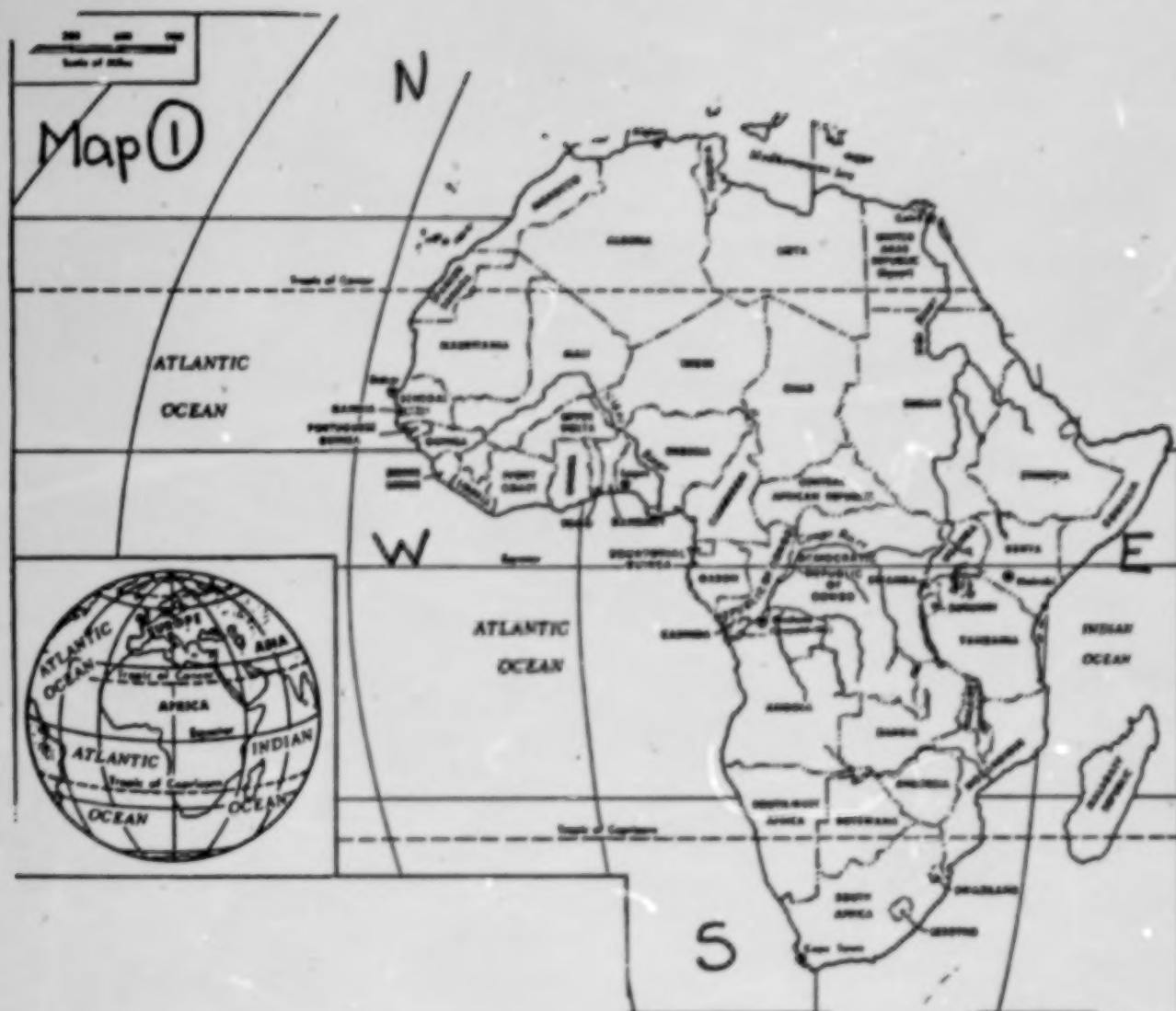


4 Rows of 3

Diameter
Circumference

"POCKET" EXERCISES

Yarn to make a braid; map skills for Map 1,
Map 2, and Map 3.



Map Skills

48. Which is farther north: (a) Egypt or Greece?
(b) Norway or Switzerland?
49. Which is farther south:
(a) southern North America or southern Europe?
(b) southern Europe or southern Asia?



Map Skills

96. What river borders Kentucky on the north?
97. An island is a body of land that is surrounded by water. What is the name of the state of the United States which is a group of islands?
98. A body of land that is surrounded by water on 3 sides is called a peninsula. What is the name of the peninsula in Antarctica south of the Falkland Islands?



Map Skills

66. Does Brazil or southeast Asia appear to be closer to the United States?
67. What ocean is to the east of Africa?
68. What is the land like in North Africa?

Jask Card
7

CULTURE

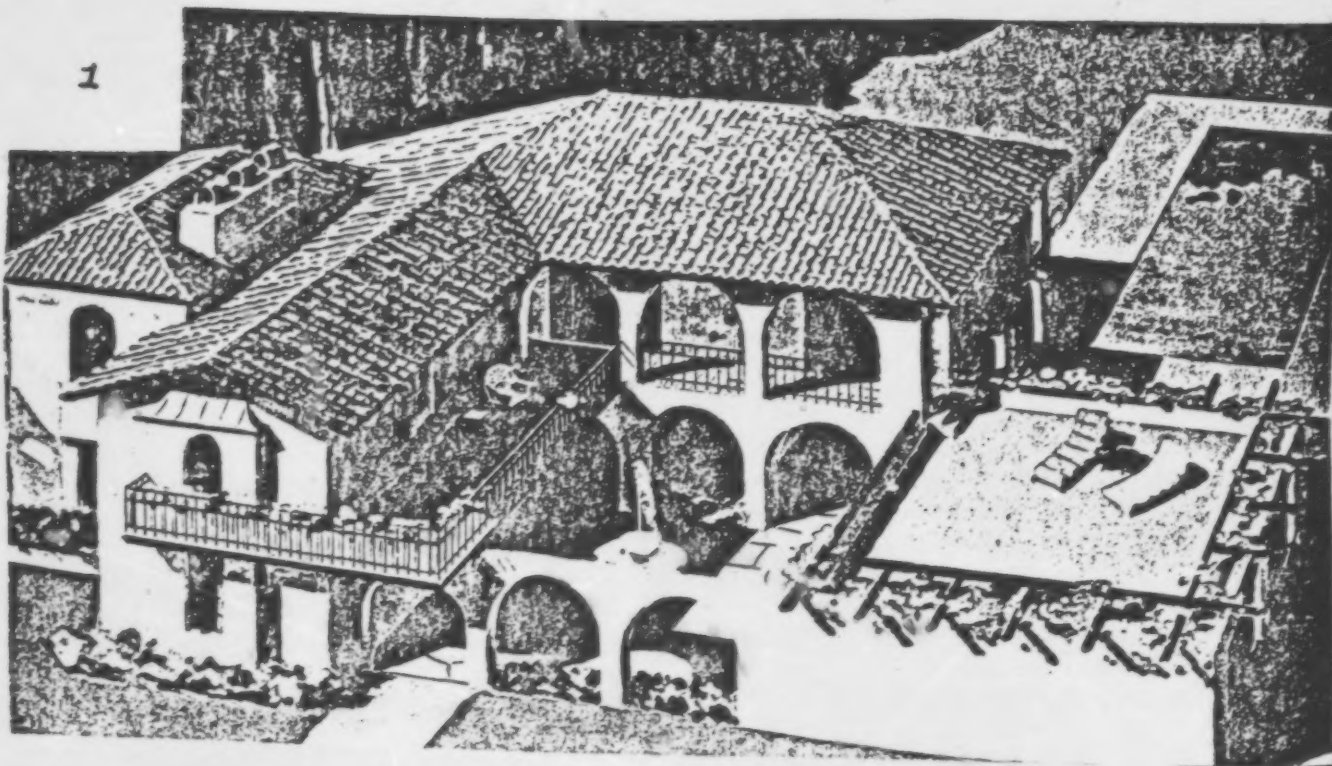
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MOTIVATION

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1



2



3



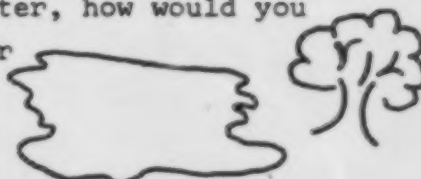
ACTIVITY

Using charcoal, sketch or outline your dream-house. Fill it in using paper mosaic.

QUESTIONS

Houses

1. If you lived around a lot of water, how would you build your home? Show, tell, or write.

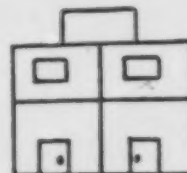


2. Who made the first apartment buildings?
3. Long houses with many rooms can be called a _____.

4. What is an adobe?
What is a pueblo?



5. What good is a slanted roof?
6. Why was it a good thing for many people to live in one house?
7. What are homes stacked on top of each other called?

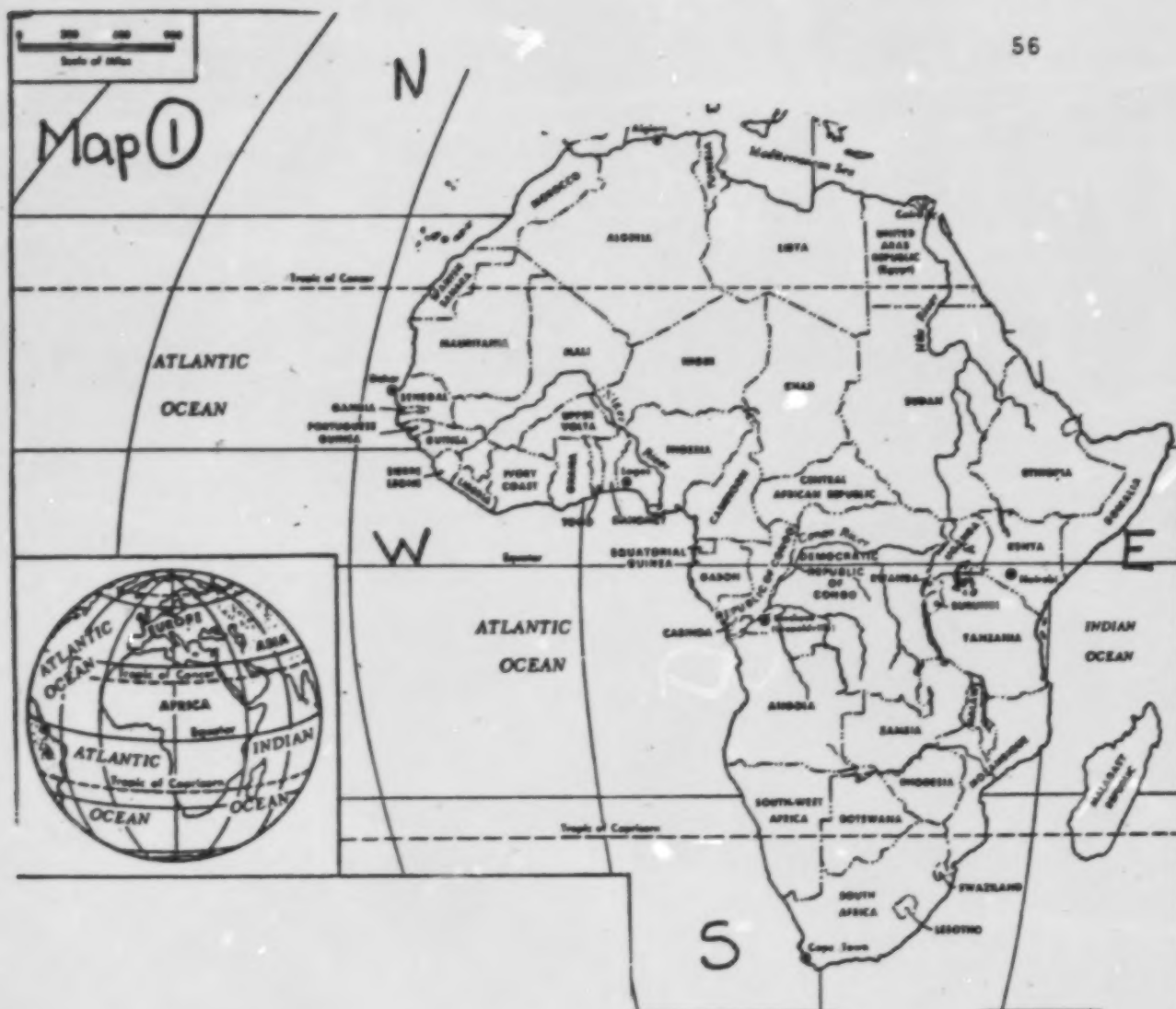


8. Many windows in a house can be good for _____, _____, _____, and _____.

9. How do you make brick?
10. How can you keep a house cool without an air conditioner?

"POCKET" EXERCISES

Map skills for Map 1, Map 2, and Map 3.



41. What ocean is east of the continent where you live?
42. What ocean is west of the continent where you live?
43. What ocean is north of Europe?
44. What ocean is south of Asia?



Map Skills

72. Look on a globe or map. Which is closer to the United States--Africa or Europe?
73. How would you get from Belgium to the United States?
74. Which direction would you go from Romania to Spain?



Map Skills

60. Are the Rocky Mountains in north, south, east, or west United States?
61. Which water body is to the north of the United States?
62. Name a river in the United States.
63. What water body is west of the United States?

Jask Cary
8

CULTURE

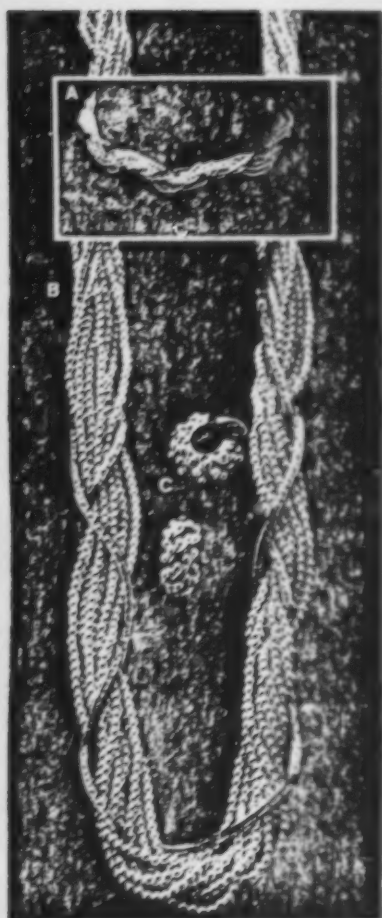
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MOTIVATION

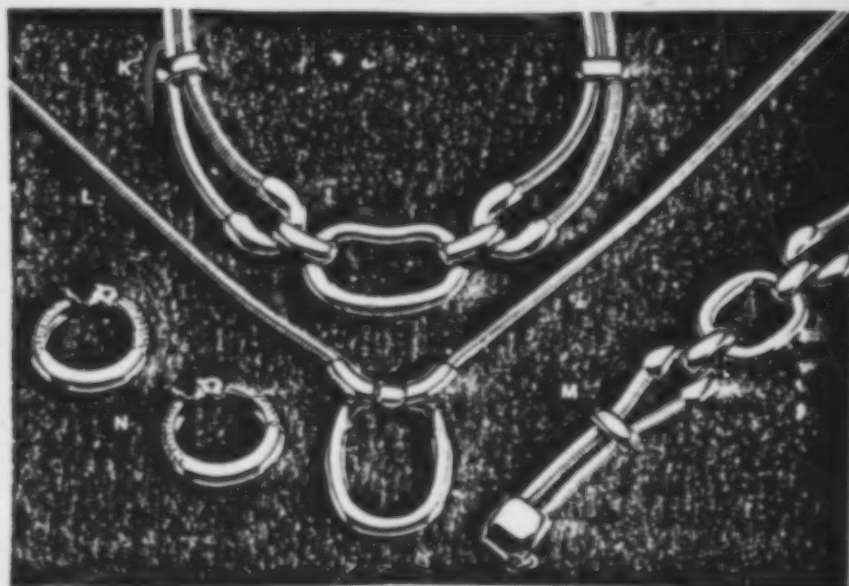
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1



2



3



ACTIVITY

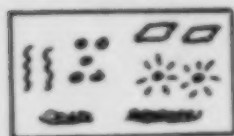
If you lived in a land where there were gold, pearls, diamonds, and ivory, what kind of jewelry would you wear?

✓ Check the "MAKE YOUR OWN JEWELRY BOX" for materials.

Make a piece of jewelry.



Look



Plan



Create!

Do Your Own Thing!

QUESTIONS

Jewelry

1. What do you need to know in order to dive for pearls?
2. Where do you find pearls? What are they in? What are they used for?
3. How would you feel living where there was gold, pearls, diamonds, and ivory?

4. Why do people wear jewelry?

5. Name 4 kinds of jewelry.



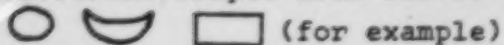
6. This is an _____.

How would you get ivory from him? Tell, show, or write.

7. What is smelting? What is caste?

8. Is iron the only metal that can be melted?

9. Show different shapes iron can be caste into.



10. What does it mean to "string pearls"?

"POCKET" EXERCISES

Map skills for Map 1, Map 2, and Map 3.



Map Skills

25. The oceans are the largest and deepest bodies of water on the earth. Look at a map of the world and tell if the surface of the earth has more land or water.
26. Look carefully at the map of the world. What are the names of the four oceans?
27. What is the name of the largest ocean?
28. What is the name of the smallest ocean?
29. Continents are the large bodies of land on earth. What are the names of the seven continents? Check on your globe.



Map Skills

50. What color do we use to show the ocean on a physical map?
51. How many countries are there in South America?
52. What is the name of the river that flows through Egypt.

Task Card
9

MOTIVATION

ACTIVITY

Using pen and ink, copy this:

. . . . No person shall be deprived of
life, liberty, or property without
due process of law.

THIS CASE IS YOURS:

You have just written the fifth amendment of the Bill of Rights. This was the law during the time of slavery in this country. Your job is to prepare and present this case to a small group with a judge and jury. You want to know how slavery and the fifth amendment can exist together.

QUESTIONS

In order to prepare and present your case, you need to do a great deal of research with dates--witnesses--situations--definitions. Then you will prepare an outline or brief to use in court to present your case.

(A) Put these words in alphabetical order. Look them up and write a synonym for each.

aware	decision	action
deprive	slavery	property
	person	

(B) Copy and answer these questions. They will help you prepare your outline or brief.

1. What decision do you need to make?
2. What are your choices for action?
3. What could happen if you won your case?
4. How do you define men as property?

Jask Cary
10

72

74 A

MOTIVATION

Psalm - 23

The Lord is my shepherd; I shall not want.
 He maketh me to lie down in green pastures: he
 leadeth me beside the still waters. He restoreth
 my soul: he leadeth me in the paths of
 righteousness for his name's sake. Yea, though
 I walk through the Valley of the shadow of death,
 I will fear no evil: for thou art with me;
 thy rod and thy staff they comfort me.

Thou preparest a table before me in the
 presence of mine enemies: thou anointest my
 head with oil; my cup runneth over.
 Surely goodness and mercy shall follow me
 all the days of my life: and I will dwell
 in the house of the Lord for ever.

ACTIVITY

Using pen and ink, copy this:

. . . . No person shall be deprived of
life, liberty, or property without
due process of law.

You have just written the fifth amendment of the Bill of Rights. This was the law during the time of slavery in this country.

1. Write the number two million.
2. Make a picture graph using 20 figures  .
Let each  stand for 100,000 people to complete the graph.
3. Using your graph, tell how many people were slaves in this country.
4. Look up these words:
property person slavery liberty
5. With pen and ink, make a dictionary page using your words. Pencil sketch a picture to show the meaning of the word.
6. Get a small group of children together. Tell them about your task card. Then ask them what they would do with the law and slavery.

QUESTIONS

Copy and answer these questions.

1. How could slavery and the fifth amendment go on at the same time?
2. If you could, would you change this law?
3. What do you think would happen if you were able to change this law?

Tell the class what your group and you decided about slavery and the fifth amendment.

Jask Cary
11

MOTIVATION



ACTIVITY

1. Look at the continents on the cover of this task card. Count them and name them.
2. Using charcoal, draw a world map.
3. Name the oceans between the land masses on your world map.
4. Using finger paint, show how you feel when you hear that you come from Africa (two colors).
5. Using pen and ink, draw the beauty of the night.

QUESTIONS

Continents

1. If all people come from Africa, why isn't everyone black?
2. On which continent would the most people fit?
3. On which continent would you need a fur coat all year round?
4. Look at the picture of the woman. Tell me what you think of this picture.



Jask Cary
12

MOTIVATION

-12 Richmond Times-Dispatch, Sun., July 4, 1976

Accent on Gardening

By Jerry Williams
Times-Dispatch
Garden Columnist

If there is anything more American than apple pie, it is corn. Indians were growing both sweet and field corn when the first colonists arrived.

As they took land from the Indians, the settlers copied their farming methods and stole their seed supplies. Literally, without the Indians' hard-earned expertise and carefully selected seed varieties, the first settlers, and later frontier families and soldiers, could not have held on.



Corn: Popular Through the Ages

The corn you eat today is like eating a succulent bite of history. If Squanto and Powhatan could see the changes in the vegetable they nurtured so carefully they'd never believe it.

ACTIVITY

1. Using spray paint, show Indians in America before the white man came.
2. Using spray paint, show the Indians in America after the white man came.
3. Using pencil sketching, show the foods the Indians taught the white man to catch and grow in order to survive in a new world.

QUESTIONS

Settlements Grew With Corn Crops

1. Sum up what you have learned by comparing the Indians before and after the white man came to America.
2. Where are the Indians today?
3. What does "American as Apple Pie" mean?
4. What is savage--look it up. What could have happened to the white settlers if Indians had been savages?

Jask Cary
13

MOTIVATION

*Bicentennial
Nigger*

ACTIVITY

1. Listen to the tape: "Bicentennial Nigger."
2. Using paper mosaics, make the United States flag.
3. Using paper mosaics, make a NEW flag including all the peoples of the world.
4. Learn "America the Beautiful," first and second verses.
5. Using string art, show:
 - a. amber waves of grain
 - b. purple mountains majesty
 - c. fruited plains

QUESTIONS"Bicentennial Nigger"

1. Listen again to "Bicentennial Nigger."
2. What is Richard Pryor talking about?
3. Is the "Bicentennial Nigger" really happy about what has happened to the Black man in America the last 200 years? Why is he laughing?
4. Why did 360 slaves die on the slave ship?
5. Were the White folks really good to the Blacks in American history? Explain.
6. Why did the White man separate the slave families?

7. Why were there no doctors to take care of the slaves?
8. Why was it important for Blacks to have a good sense of humor?
9. Why did Richard Pryor say at the end, "But, I ain't never gonna forget it."?

Jask Cary
14

MOTIVATION

TALKING BROUGHT ME HERE

A Hunter found a human skull in the forest. Surprised, he asked him: "What brought you here?"

The skull answered: "Talking brought me here." Amazed, the Hunter ran home to report to the King. "I have found a skull in the forest who talks."

The King could not believe it, but he came along with his guard to find out the truth. When they came to the skull, the Hunter asked as before: "What brought you here?" But the skull remained silent.

The angry King called the Hunter a liar and ordered the guard to cut off his head and leave it behind as a prey for the ants of the forest.

When everyone had left, the skull spoke again, and he asked the head of the Hunter: "What brought you here?"

And the head gave the answer: "Talking brought me here."

A Nupe Folk Tale

ACTIVITY

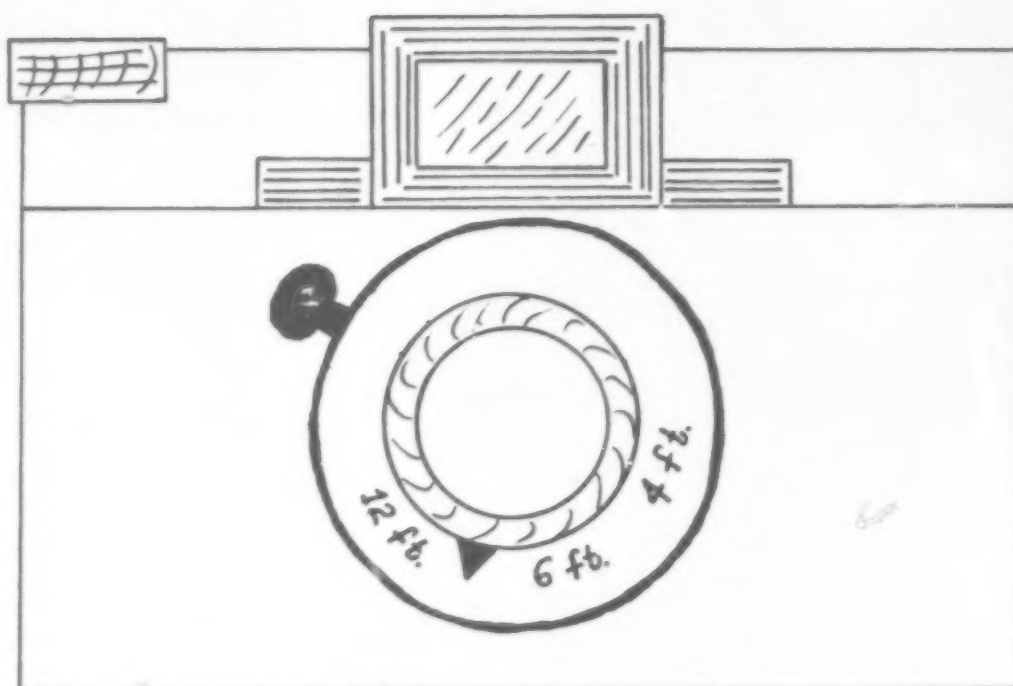
Use water color and make a picture for each of these sentences: 1, 4, 7, 9, and 10. Use your pictures to retell the story, "Talking Brought Me Here."

QUESTIONS

Talking Brought Me Here

1. Is "Talking Brought Me Here" a good title for the story? Why?
2. What is the main idea in the story?
3. Describe (tell) about a skull. Where do you find skulls today?
4. Do you know why the King got angry? Explain.
5. How is a folk tale spread from one person to another?

Josh Cary
15

MOTIVATION

CAMERA

ACTIVITY

1. Take one picture of the things you wish there were more of.
2. Take one picture of what you think is progress.
3. Take one picture of something you would like to change.
4. Take one picture that shows resourcefulness.
5. After your pictures have been developed, display them--each will need a short story.

QUESTIONS

Camera

Review the section on senses in a health book.

1. If you were looking at a tree in Spring, would you see it better with green eyes, brown eyes, or blue eyes? Why?
2. Can your ears hear hate?
3. Can your eyes see fairness?
4. Can you feel Spring?
5. Can you taste love?
6. Can you hear a tree growing?
7. Can you feel night?
8. Can you smell rain?

Jask Cary
16

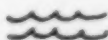
MOTIVATION

Listen to the cassette, "A Story From the Nile,"
found in the back pocket of this task card.

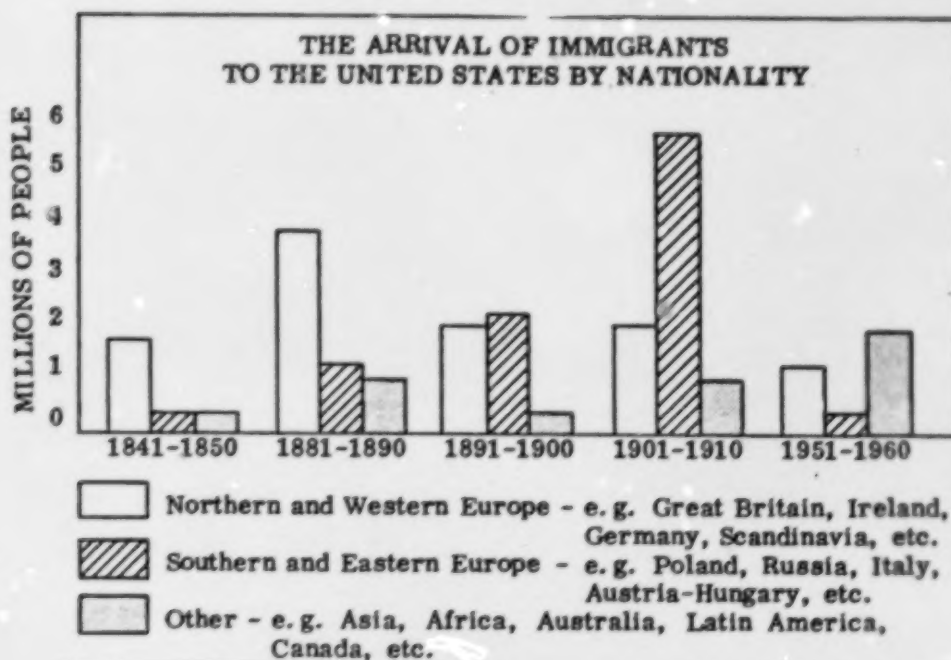
ACTIVITY

1. Using paper mosaic, make the "Pyramid of Steps."
2. Using pen and ink, make a:
 - a. Sundial or
 - b. Calendar
3. Make a sandy colored finger paint picture. When it dries, cut out the #2 picture and paste it on the finger painting.

QUESTIONSA Story From the Nile

1. Where did the people in the story come from: Europe, Africa, Asia, North America, or South America?
2. What do you think of people who do not speak English?
3. What reasons do the story give for the importance of sun and water?
4. Why is water  and sun  important to us today?
5. What does the title tell you about the story?
6. How long ago did this story take place?
7. As compared with other intelligent people, how would you rate the people in the story?

Jack Cary
17

MOTIVATION

ACTIVITY

Make a dictionary of terms:

1. immigrants
2. natives
3. captives
4. explorers

Write the meanings for each word, then write the name or draw a picture of the group of people each word describes.

QUESTIONSPart I

Using the graph



and your

dictionary



of terms:

1. Where does the Black American fit on the graph?
2. Where do the Indians belong on the graph?

CHECK YOUR DICTIONARY OF TERMS

3. Where does the Black American fit here? Under what word?
4. Where does the Indian fit here?

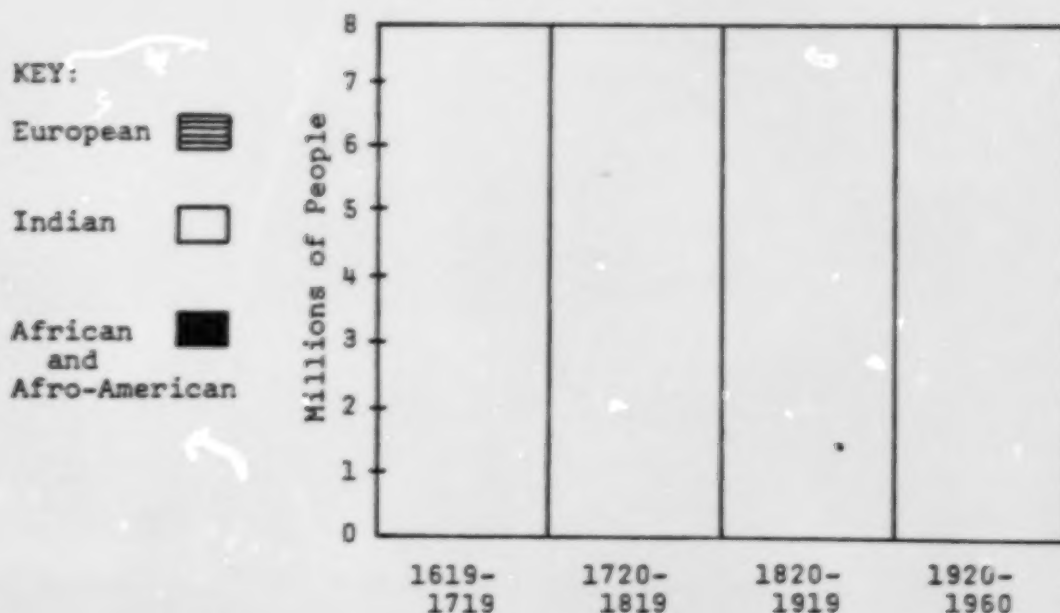
Part II

Check your pocket and use the Time Line to answer these questions:

1. Why aren't the Indians listed on the Time Line?
2. Why aren't the Black Americans listed?
3. Is the graph, or Time Line, a complete picture of the people who live in the United States?

Part III

Make a more complete graph showing the population of natives from 1619 in the United States and showing the population of captives.



THINK!

1. Why did people migrate to America?
2. Why were captives brought to America?
3. Why are there very few natives in America today?
4. Why did explorers and immigrants increase in number?

POCKET

"Immigration Time Line."

IMMIGRATION TIME LINE

- 1565 - First permanent Spanish settlement at St. Augustine, Florida
- 1607 - Jamestown (first permanent British settlement in America) founded
- 1619 - Dutch trading ship brings twenty Blacks to Virginia
- 1620 - Pilgrims land at the Massachusetts Bay Colony
- 1654 - Portuguese Jews from Brazil
- 1682 - Penn lands on the shores of the Delaware
- 1790 - Census shows that 89% are English and Scottish
 5.6% are German
 2.5% are Dutch
 2% are Irish
- 1820 - The Irish began to arrive in large numbers--between 1820 and 1920 approximately 4 1/4 million Irish settled in America.
- 1830 - Political unrest in Germany brings many young German intellectuals to America
- 1860 - Beginning of the Chinese immigrations
- 1880 - Large numbers of Italians, Poles and Russians
 Jewish immigration continues to swell as a result of disturbances in Eastern Europe. Immigration from other central European countries
- 1900 - Arrivals on the West Coast of the Japanese, Mexicans in the Southwest and Indians along the Atlantic
- 1910 - Census shows that 8,000,000 people are either of German birth or of German parents
- 1920 - Russian Revolution and aftermath of World War I bring new groups. By this time, almost 2,250,000 Jews have come into the country from eastern Europe and from Greece and Turkey
- 1930 - This census shows that there are more Italians in New York than in Rome, Italy.

- 1933-1938 - Jews escaping from Hitler's Germany
- 1945 - Millions of people in Europe displaced by World War II--some are allowed to enter America
- 1957 - Kalmucks to Philadelphia and New Jersey
Hungarians after the revolution in 1957
- 1960 - Cubans after the revolution in 1960

Jask Cary
18

MOTIVATION

PUBLIC SALE OF SLAVES!!

FRANKLIN CIRCUIT COURT.

JAMES HAPLAN'S Administrators, Plaintiffs.

JAMES HAPLAN'S Heirs, Defendants.

In Equity.

The undersigned, as COMMISSIONER of said Court, will, on

Monday, November 16, 1863,

(County Court day,) sell at public auction, the following Slaves, viz:

**THREE NEGRO MEN;
ONE NEGRO WOMAN AND A SMALL CHILD, ADOPTED;
ONE NEGRO WOMAN AND TWO CHILDREN.**

TERMS—Six months credit, with interest from date, the purchasers giving bond with security, to have the force and effect of replevin bond.

GEORGE W. GWIN,

Master Commissioner.

OCTOBER 20, 1862

COMMISSIONER'S SALE IN 1863

ACTIVITY

Using several examples of Slave posters found in the back pocket, print the **BIG BOLD TYPE** on large white paper with pen and ink ~ use different colors if it is available in your room.

QUESTIONS

1. What time in history did they sell slaves? Before or after the Civil War?
2. When was the poster printed on the selling of slaves?
3. What was being sold at this sale? How do you know? Specify.
4. Using the same words except for slaves tell what else could have been sold that day.
5. How did the people being sold feel?
6. Write or draw about a time when you felt really free. Tell what happened to change that feeling.

POCKET



\$1200
TO
1250 DOLLARS!
FOR NEGROES!!

THE undersigned wishes to purchase a large lot of NEGROES for the New Orleans market. I will pay \$1200 to \$1250 for No. 1 young men, and \$750 to \$1000 for No. 1 young women. In fact I will pay more for likely

NEGROES,

Than any other trader in Kentucky. My office is adjoining the Broadway Hotel, on Broadway, Lexington, Ky., where I or my Agent can always be found.

WM. F. TALBOTT.

LEXINGTON, JULY 2, 1852.

BUYING FOR THE NEW ORLEANS MARKET

PUBLIC SALE OF SLAVES!!

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GEORGE W. GWIN,

Master Commissioner.

OCTOBER 20, 1863.

COMMISSIONER'S SALE IN 1863

100 DOLLARS REWARD!

Ranaway from the subscriber on the 27th of July, my Black Woman, named

EMILY,

Seventeen years of age, well grown, black color, has a whining voice. She took with her one dark calico and one blue and white dress, a red corded gingham bonnet; a white striped shawl and slippers. I will pay the above reward if taken near the Ohio river on the Kentucky side, or **THREE HUNDRED DOLLARS**, if taken in the State of Ohio, and delivered to me near Lewisburg, Mason County, Ky.

THO'S. H. WILLIAMS.

August 4, 1853.

EMILY RUNS AWAY

Jask Cary
19

MOTIVATIONSlavery

Blackmen, women, and children were captured

and herded onto large
ships



to be brought to America to be bought and sold.

These people were called slaves. They were not
allowed to do many things:

No slave is to be
taught to read or
write.

A slave may not
worship his own
God.

No slave could
speak or write
anything against
slavery.

No slave was
to keep his
own language.

Slaves could
not own
anything.

Families were
separated and
children taken
and sold.

All slaves could do was work. The hours they worked were
from sunup to sundown.

ACTIVITY

In the back pocket are the Bill of Rights. Read them.

Make a poster in red, white, and blue showing the country's creed.

Make a chart using these titles:

SLAVE'S RIGHTS	COUNTRY'S RIGHTS

Fill in the chart using the Bill of Rights and the story on the MOTIVATION page.

Make a drawing and illustrate some aspect of the Bill of Rights.

**QUESTIONS**

1. Why was there a difference between slaves' rights and the country's rights?
2. Why did the Africans come to America?

3. Describe how they looked when they arrived in the United States.
4. Look in back pocket. Look at the TRIANGULAR SLAVE TRADE ROUTE and answer the questions.

POCKET

The Bill of Rights and Triangular Slave Trade Route.

THE BILL OF RIGHTS

AMENDMENT 1 (Freedom of Religion, Speech, Press, Assembly, and Petition)

Congress cannot set up any official national religion. It cannot stop a person from practicing his/her own religious beliefs. Congress cannot limit or control a person's right to speak and to write publicly. Congress cannot prevent people from meeting peaceably or from asking the government to correct any wrongs.

AMENDMENT 2 (Right to Bear Arms)

Each state should have its own army. Therefore, the right of the people to keep and use guns shall not be taken away.

AMENDMENT 3 (Housing of Soldiers)

No soldier shall, in peacetime, be housed in any private home without the permission of the owner. No soldier shall, in wartime, be housed in any private home except under definite legal rules.

AMENDMENT 4 (Search and Seizure)

People have the right to privacy. Their homes, their papers, and their possessions are protected against unreasonable searches and seizures. Such privacy cannot be denied except with a warrant. No warrant may be issued except for a likely cause.

If a warrant is issued it must state the place to be searched. It must also state the person or things to be seized.

AMENDMENT 5 (Life, Liberty, and Property)

No person can be held in jail for an important crime unless he/she is accused by a grand jury. The exceptions are in cases in the armed forces in wartime. No person who is declared not guilty by a jury or judge can be tried again for the same crime. No person need be a witness against himself/herself. He/she cannot have his/her life, liberty, or property taken away from him/her without due process of law. (This protects the individual against the power of unfair and unjust government.)

AMENDMENT 6 (Right to a Speedy and Fair Trial)

In all criminal cases, the accused person has the right to a speedy and public trial, by an impartial jury in the state where the crime was committed. The accused must be told the charges against him/her. He/she must come face to face with witnesses against him/her. He/she is entitled to witnesses in his/her defense. He/she is entitled to a lawyer to help in his/her defense.

AMENDMENT 7 (Jury Trial in Civil Cases)

In all cases involving more than twenty dollars, the accused has the right to a trial by jury.

AMENDMENT 8 (Bails, Fines, Punishments)

No person shall have to put up an unreasonable sum of money to be freed on bail while awaiting trial. If found guilty, no person shall have to pay too high a fine or be given cruel and unusual punishment.

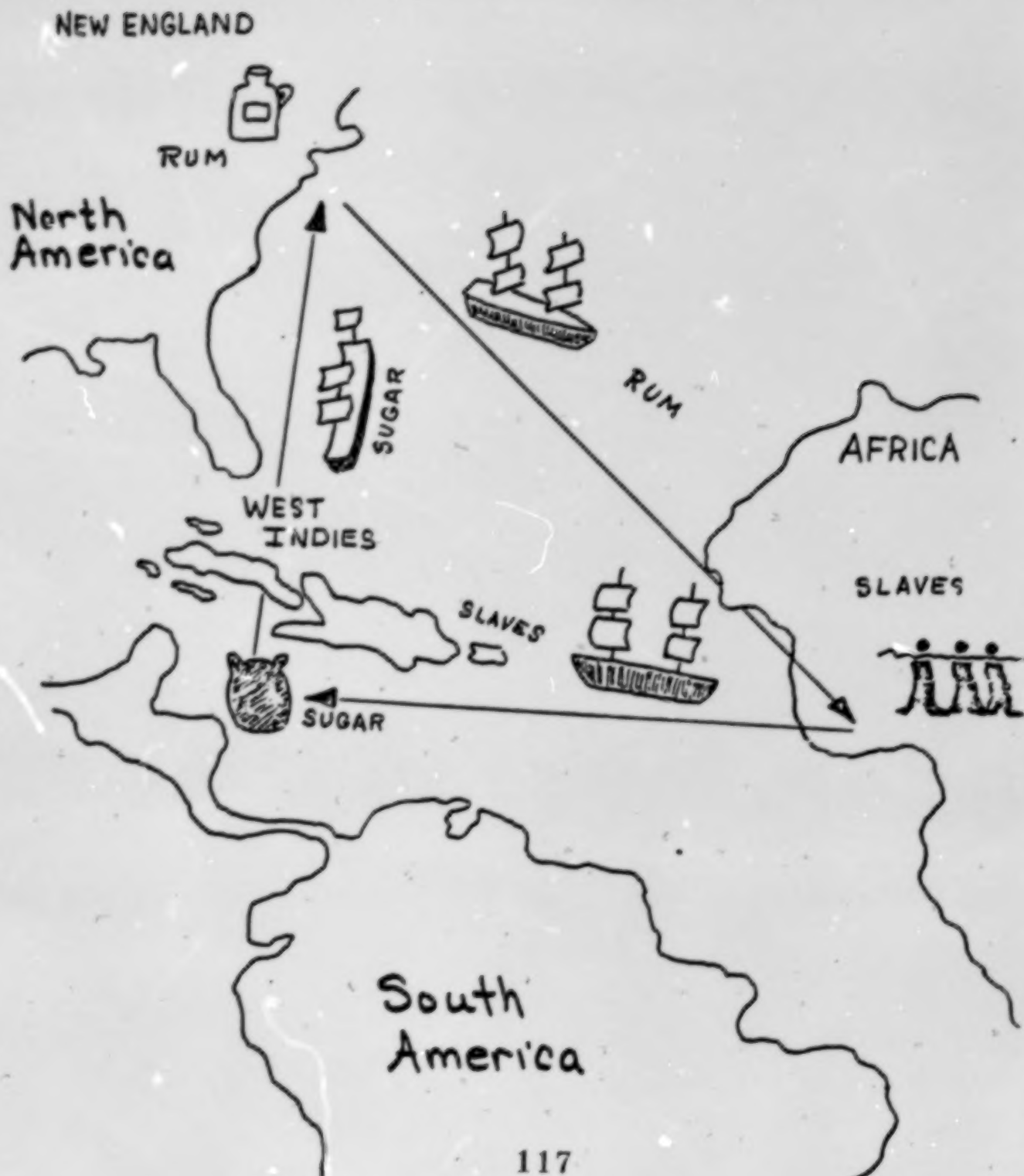
AMENDMENT 9 (Other Rights)

The fact that some rights are listed in the Constitution does not mean that we do not have other rights that are not listed.

AMENDMENT 10 (Powers Reserved to the States)

All powers not stated in the Constitution and not prohibited to the states shall belong to the individual states or to the people.

TRIANGULAR SLAVE TRADE ROUTE



QUESTIONS: TRIANGULAR SLAVE TRADE ROUTE

1. What oceans did the slave ships travel?
2. What 3 continents did the slave ships travel between?
3. Where did the slave ship go first after leaving Africa? What direction?
4. Were there slaves in the ship between North America and Africa? Why?
5. Why did the slave catchers want slaves?

Jask Cary
20

MOTIVATION

Read the following true story or get someone to read it to you. As you read, ask yourself some questions about the story and write them down or get someone to write them for you. Read the story once or twice, then read the material in your pocket. Could you ask and write more questions?

ELIJAH LOVEJOY WAS BORN IN ALBION, MAINE. HE WAS THE SON OF A MINISTER. IN 1827 HE MOVED TO ST. LOUIS, MISSOURI TO DEVOTE HIS LIFE TO MINISTRY AND TO AWAKEN RELIGIOUS ENTHUSIASM. IN 1833 HE BEGAN PUBLICATION OF A RELIGIOUS PAPER CALLED "THE ST. LOUIS OBSERVER." IN 1836 FRANK MCINTOSH, A BLACK RIVER WORKER, WAS LYNCHED BY A MOB. LOVEJOY VISITED THE SCENE OF THE CRIME AND WROTE AN ANGRY PROTEST TO WHAT HAD HAPPENED CALLED "Awful Murder and Savage Barbarity," WHICH APPEARED IN HIS NEWSPAPER ON MAY 5TH. THE MOB THEN TURNED AGAINST HIM AND HE FLED ACROSS THE MISSISSIPPI TO ALTON, ILLINOIS, HOPING TO CONTINUE HIS WRITINGS ABOUT ANTISLAVERY ON FREE SOIL. THAT MORNING LOVEJOY DIED, DEFENDING HIS PRESS, GUN IN HIS HAND, FROM THE ATTACKS OF AN ARMED MOB. WHAT WAS THE MEANING OF THIS SACRIFICE? LOVEJOY'S WAS A STRUGGLE FOR THE RIGHT TO EXPRESS HIS THOUGHTS.

ACTIVITY

Make a poster showing what happens when freedoms are taken away.

EXAMPLE:

QUESTIONS

Make a list of the questions you asked yourself when you read or heard the story. Now make a list of the Bill of Rights.

Put the two things together:

QUESTIONS	BILL OF RIGHTS

Is there anything wrong?

1. Did the story take place in America?
2. What is the author telling you?
3. Who in the story was in the right? Tell why? Use your materials in the pocket.
4. From the story, what group (ethnic group) of people in the town have been?
5. Who was punished? Why?
6. What part or parts of democracy was being denied? Specify by writing the exact words from the BILL OF RIGHTS.

POCKET

The Bill of Rights.

THE BILL OF RIGHTS

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